DOCUMENT RESUME

ED 252 833 CS 007 903

AUTHOR	Marshak, David
TITLE	hm Study Skills Program, Level II. Teacher's Guide.
INSTITUTION	National Association of Secondary School Principals, Reston, Va.
REPORT NO	ISBN-0-88210-100-5
PUB DATE	79
NOTE	47p.; Developed by the Study Skills Group. For the student text, level II, see CS 007 904; For other related documents, see CS 007 901-906.
AVAILABLE FROM	National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($3.50, plus shipping).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Listening Skills; *Notetaking; *Paragraph Composition; Reading Comprehension; Recall (Psychology); Secondary Education; *Study Habits; *Study Skills; Teaching Guides; *Test Wiseness; *Vocabulary Development

ABSTRACT

Designed to provide an introduction to study skills for students in the eighth, ninth, and tenth grades, this teacher's guide provides a series of 12 activity-oriented units, most of which require one period of class time. The units in the guide cover the following topics: (1) learning to listen, (2) vocabulary (getting meaning from context), (3) notetaking methods, (4) listening and taking notes, (5) a way to read textbooks, (6) vocabulary (literal and figurative meanings), (7) how one studies, (8) improving memory, (9) preparing for and taking tests--objective questions, (10) organizing the paragraph, (11) organizing the paragraph (continued) and answering essay questions, and (12) using one's time. In addition, the guide provides a comprehensive overview of study skills, directions for the classroom use of the student text, and practical suggestions for further study skills instruction. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED252833

hm study skills program

TEACHER'S GUIDE

level II

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

T. Koerner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 007 903

nassp

THIS BOOK IS THE PROPERTY OF:

STATE _____
PROVINCE _____
COUNTY _____
PARISH _____
SCHOOL DISTRICT _____
OTHER _____

Book No. _____
Enter information in spaces to the left as instructed.

ISSUED TO	YEAR USED	CONDITION	
		ISSUED	RETURNED

PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

1. Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
2. The following terms should be used in recording the condition of the book: New; Good; Fair; Poor; Bad.

TEACHER'S GUIDE

hm STUDY SKILLS PROGRAM Level II

Developed by hm Study Skills Group

Author: David Marshak, Bureau of Study Counsel
Harvard University

Editors: Kiyo Morimoto, *Director*
Bureau of Study Counsel
Harvard University

Jerome A. Pieh, *Headmaster*
Milton Academy

James J. McGuinn

nassp The National Association of Secondary School Principals
Reston, Virginia 22091

Adaptation of the SQ3R Method (pages 18-21) from EFFECTIVE STUDY by Francis P. Robinson. © Copyright 1941, 1946 by Harper and Row, Publishers, Inc. © Copyright 1961, 1970 by Francis P. Robinson. Reprinted by permission of Harper and Row, Publishers, Inc.

Diagram on page 15 from *USE BOTH SIDES OF YOUR BRAIN* by Tony Buzan. © Copyright 1974 by Tony Buzan. Published by E.P. Dutton and used with their permission.

© Copyright 1979 by NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. All rights reserved. Manufactured in the United States of America. All hm Study Skills materials are copyrighted. No portion of this publication or its accompanying materials may be reproduced or copied, or stored in any information retrieval system, without the written permission of the NASSP.

ISBN 0-88210-099-8

ISBN 0-88210-100-5

TABLE OF CONTENTS

	AN OVERVIEW OF STUDY SKILLS	v
	INTRODUCTION TO STUDY SKILLS	1
I.	INTRODUCTION; LEARNING TO LISTEN	6
II.	VOCABULARY (Getting Meaning From Context)	9
III.	NOTE-TAKING METHODS	13
IV.	LISTENING AND TAKING NOTES	18
V.	A WAY TO READ TEXTBOOKS	18
VI.	VOCABULARY (Literal and Figurative Meanings)	21
VII.	HOW DO *YOU* STUDY?	25
VIII.	IMPROVING YOUR MEMORY	27
IX.	PREPARING FOR AND TAKING TESTS: OBJECTIVE QUESTIONS	29
X.	ORGANIZING THE PARAGRAPH	31
XI.	ORGANIZING THE PARAGRAPH (Cont.) AND ANSWERING ESSAY QUESTIONS	33
XII.	USING YOUR TIME	35

MATERIAL NOT FOR SALE

An Overview of Study Skills

During the past decade, many educators have defined basic skills primarily in terms of communication and computation skills. Study skills, though often neglected or ignored, are also basic skills. These skills for learning are at the core of educative process.

WHAT ARE STUDY SKILLS?

Study skills are learned abilities for acquiring knowledge or competence. The table of contents of a study skills handbook or text usually includes, among others, the following skill areas: listening; textbook reading; note taking; planning your time; study behavior and environment; vocabulary skills; test preparation and test taking. These skills and others which fit into the category of study skills directly relate to many of the activities in which students are engaged while they are in school or doing schoolwork.

A broader definition of study skills or learning skills views them as processes for learning. When one learns a study skill, one is learning more than a specific technique. One is learning a way of problem solving, a method which can be used in any relevant context. One is also learning more about how to learn effectively and how to be in charge of one's own learning. It is this perception of study skills as transferable processes for learning which reveals the critical importance of these skills.

A review of nearly 80 years of study skills literature indicates that, at least throughout this century, the nature of study skills has remained relatively constant. Study skills in 1940 were much like those in 1920, in 1960, and even in 1980. There have been variations of emphasis as well as some genuinely innovative developments over the years, but the strongest impression is one of continuity.

This continuity is important to keep in mind in view of the trendy nature of American education which often seems to produce a good deal of ill-considered change. Even though an element of the curriculum is found to be useful, we still often choose to eliminate or ignore it whenever the next new trend appears. Because study skills have been relatively impervious to change, they have been periodically discarded over the years, only to be rediscovered much later. This pendulum effect has had damaging results because the importance of learning how to learn never diminishes.

HOW HAVE STUDY SKILLS BEEN TAUGHT?

The most common approach to study skills instruction during the first few decades of this century was essentially the preaching of morality. This approach related good study skills to what was called "high morals," indicating that students who displayed the correct moral values would be the ones with good study skills.

This moralistic approach to the teaching of study skills peaked before World War II, at least if the literature is an accurate guide, and was replaced by a focus on techniques and formulae. The most famous of these formulaic methods is SQ3R, an excellent method for reading a textbook which was developed by F.P. Robinson.

The chief characteristic of a formulaic approach to study skills is the learning of a specific series of behaviors. For example, using SQ3R, one learns to survey, question, read, recite, and review. Unfortunately the use of such formulae often descends to the level of gimmickry. Students are taught to use a particular technique as if it involved an act of magic; that is, something beyond their active and conscious participation, comprehension, and control. Although formulaic methods attempt to create understanding and involvement in the student, the mere fact of their use guarantees neither of these necessary outcomes.

While formulaic techniques can be very useful, they must be employed within a framework for the teaching of study skills which engages the student not only in learning a particular skill but also in learning about what happens within oneself when one learns and uses a study skill. It is important for the student to learn why a skill works and why it is valuable as he or she is learning how to do it. A central part of this learning involves the student's initiative in the exercise of judgment and choice.

A third method of teaching study skills is the handbook approach. While this method claims to understand and appreciate the value of study skills, it argues that no class time is available for study skills instruction. Thus, this approach relies on the handbook to elicit involvement and learning. Students are given written descriptions of various study skills and are expected somehow to translate verbal abstractions into behavior. A few students can and will make this leap, but the vast majority cannot, because they lack the motivation, self-discipline, and conceptual ability required to learn study skills independently. Though not uncommon, the handbook approach is not particularly helpful. Although it is an effort to address the need for teaching study skills, its use results in a minimum of learning while simultaneously creating frustration and resistance in the student.

STATUS OF STUDY SKILLS TEACHING

The overview of study skills instruction presented below is primarily drawn from two sources; the author's observation in six eastern states over the past nine years, and an extensive national survey conducted by one of his colleagues. While this overview is a generalization to which specific contradictions can certainly be cited, the larger picture which it offers seems accurate.

During the past several years, the "back to basics" movement has led to a greater emphasis on basic skills in secondary schools. However, this movement has not addressed the lack of effective study skills instruction in most middle school, junior high school and senior high school curricula. Despite the renewed concern for skills education, the widespread failure to regard study skills as basic skills has resulted in a continuing lack of emphasis on study skills instruction.

Another problem involves the nature of study skills teaching which does take place. Though many teachers do include some study skills instruction in their curricula, they tend to do so with a lack of focus on precisely what skills they wish to teach and on how their students' learning is going to occur. This absence of focus results in a lack of coordination of their efforts towards the teaching of study skills in any given class over the course of the year. Rather than a well-planned, highly coordinated effort, what often results is haphazard collection of insufficiently related lessons.

A third shortcoming is the lack of coordination of efforts in teaching study skills among teachers of different subjects at the same grade level. While there is some uncertainty and conflict in regard to the responsibility for teaching other basic skills, this confusion is particularly intense in regard to study skills. For example, is the English teacher the only one who is responsible for teaching the various communication skills which are also study skills? Or should every teacher deal with these in some way relevant to his or her own subject? The reality is that schools often fail to delineate the areas of responsibility for the teaching of study skills. It is no wonder that confusion arises among teachers; ultimately, though, it is the students who suffer most.

A fourth problem is an extension of the previous one: not only do schools fail to coordinate and organize the teaching of study skills in any particular grade, but the same phenomenon also takes place on a system-wide basis throughout a student's academic career. Teachers often assume that somebody else has taught certain skills to their students or will teach them later on. But often no one ever gets around to teaching them because there is no clear assignment of responsibility.

HOW DO WE TEACH STUDY SKILLS?

People learn skills through processes of repeated trial and error. One key to effective study skills teaching, then, is providing the student with sufficient opportunity for practice of the skills to be learned. Of course, there is an inevitable tension between providing students with trial and error practice of a new study skill and helping students to maintain their interest in learning the skill in the face of the necessary repetition. While this tension cannot be removed, it can be minimized by acknowledging the tension as a natural part of learning something new and through the use of varied and imaginative instructional design.

A second key to study skills teaching is the recognition that learning a study skill requires the learner to err before he or she can succeed. We learn skills by trying to use a new skill, making mistakes, identifying our mistakes and learning from them, and then correcting our mistakes. This understanding creates several responsibilities for the teacher:

1. The teacher provides a space within the learning process where the student can try out a new skill, experience a good deal of error, but not feel that he or she has failed or is a failure.
2. The teacher provides usable feedback to the student about the effectiveness of the student's use of the new study skill.
3. The teacher rewards the student for what he or she has done well in using the new study skill. With such recognition, the student experiences success in the learning process and will be more motivated to continue the development of mastery in the new study skill. Recognition involves the acknowledgment of the effort to risk in the face of possible failure.

In addition to these two key understandings, a program of effective study skills instruction can be based on the following underlying values:

1. Study skills need to be defined as processes for learning and need to be included within the cluster of basic skills.
2. Learning by doing is the best way to learn study skills.
3. Study skills instruction ought to take place primarily during class time. Such instruction should be integrated with the regular curriculum of the course(s).
4. Instruction in study skills must involve the student in an organized program, one which allows for the necessary trial and error experience of learning any new skill.
5. An important part of learning study skills involves learning more about how one learns. Thus, instruction in study skills must engage the student in an active participation in her or his own learning. The student must be encouraged and provided with the opportunity to develop the ability to exercise her or his own judgment in regard to the learning and use of study skills.
6. The learning of study skills can offer a transfer effect; a skill learned in one subject can be applied in any other relevant context.
7. The work of various developmental psychologists has shown us that there is a continuum of cognitive development throughout the years of childhood and adolescence, and that people are only able to deal successfully with learning tasks which are appropriate for their level of development. It is crucial to relate this insight to the teaching of study skills and to ask a student to learn only what is within the realm of his or her cognitive ability at that level of development.

WHAT IS THE hm STUDY SKILLS PROGRAM (Level II)?

The hm Study Skills Program (Level II) is designed for use in grades 8-10 and includes three components:

1. The student text of the hm Program provides 12 activity oriented units, most of which are designed to require one period of class time (a few may require two periods). The Program helps the classroom teacher to integrate study skills instruction with the curriculum of his or her course. The units in the hm Program are:

I.	Introduction; Learning To Listen
II.	Vocabulary (Getting Meaning From Context)
III.	Note-Taking Methods
IV.	Listening And Taking Notes
V.	A Way To Read Textbooks
VI.	Vocabulary (Literal And Figurative Meanings)
VII.	How Do *You* Study?
VIII.	Improving Your Memory
IX.	Preparing For And Taking Tests: Objective Questions
X.	Organizing The Paragraph
XI.	Organizing The Paragraph (cont.) And Answering Essay Questions
XII.	Using Your Time

2. The teacher's guide of the hm Program offers a comprehensive overview of study skills, directions for the classroom use of the student text, and practical suggestions for further study skills instruction for both the experienced and inexperienced teacher.

3. A Workshop Kit is available to assess the status of study skills in your school and provide teacher training for your staff in regard to study skills instruction.

The **hm Study Skills Program** (Level II) offers the teacher a valuable resource for the inclusion of effective study skills instruction in his or her class or course.

HOW CAN YOU USE THE hm STUDY SKILLS PROGRAM IN YOUR SCHOOL?

The **hm Study Skills Program** is designed to be taught by a teacher in a classroom. You may also want to use the Program as a tool for organizing effective study skills instruction throughout your school. We know of a number of schools where the administration and faculty have organized the responsibility for teaching study skills and have used the hm Program as an aid in this process.

STUDY SKILLS AND LEARNING STYLE

Research in cognitive and learning styles during the past three decades has demonstrated what perceptive classroom teachers have known for a long time: people learn in very different and personal ways. Thus, study skills should not be taught in a rigid and prescriptive manner which indicates to students that all individuals ought to develop exactly the same repertoire of skills. Rather, as is appropriate to their level of maturity, students need to be involved in a self-reflective process whereby they learn more about their own learning styles while they are learning specific study skills. Instruction which is grounded in an awareness of individual differences in learning style will help students to develop study skills which are specifically useful to their capacities, needs, and desires.

To learn more about learning style research and practice, we suggest that you examine **Student Learning Styles: Diagnosing and Prescribing Programs** (Reston, Virginia: National Association of Secondary School Principals, 1979).

Introduction to the hm Study Skills Program

Dear Colleague:

The hm Study Skills Program is designed to provide you with a valuable resource for the teaching of study skills. Please take a few minutes to read the introduction to the Teacher's Guide so that you can gain a sense of the purposes and values, the means and ends, and the capacities and limitations of the hm Study Skills Program.

INTRODUCTION

1. *Study Skills: what are they?*

Study is acquiring knowledge and competence. A skill is a learned or developed ability. Study skills, then, are the learned abilities which one has for the purpose of acquiring knowledge and competence. A look at the listing of units in the hm Program will give you examples of important study skills.

In this literal sense, study skills involve specific behaviors which can be objectively described and measured. For example, can a student attend to a set of directions and follow them accurately? Can a student plan the use of his or her study time and follow that schedule? Can a student read a section of text and identify the main ideas and supporting details? However, there is also a larger, more profound definition of study skills. In this sense, study skills or learning skills are processes for learning. When one learns a study skill, one is learning more than a specific technique. One is learning a way of problem solving, a method which can be used in any relevant context. One is also learning more about how to learn effectively. It is this perception of study skills which reveals their central role within the process of schooling.

2. *Study skills and basic skills*

As educators have initiated and heeded the call "back to basics" during the past decade, they have usually defined basic skills as those dealing only with communication and computation. Given our understanding of study skills as processes for learning, we of The Study Skills Group believe that study skills and learning skills must be included within the definition of "basics." The primary motivation behind the creation of the *hm Study Skills Program* rests in this belief. We hope that our work will help to clarify the importance of study skills within the schooling process, to focus teachers' attention on the role and nature of study skills, and to help teachers address the need for the teaching of study skills in an organized way.

3. *The hm Study Skills Program (Level II)*

The *hm Study Skills Program* (Level II) is designed to provide *an introduction to study skills* for all 8th, 9th, and 10th grade students through a series of twelve activity-oriented units. Most of the units will require one period of class time; a few will need two periods. The *hm Study Skills Program* (Level II) is *not* remedial in character. Rather, it is designed to assist in the development of necessary study skills in students at most levels of competence, and to reinforce already existing skills.

The hm Program is structured on the assumption that activity-oriented lessons are the most effective instructional strategy for the teaching of study skills; more succinctly, that "learning by doing" is the best way to master study skills.

The Program is deliberately designed to address a wide range of student needs:

1. For the student who has little sense of a particular skill, it provides an introduction to the skill.
2. For the student who is ready to acquire a skill, it provides a learning experience.
3. For the student who has mastered a skill, participation offers review and reinforcement.

Thus, the Program's exercises allow for the participation of students with a wide range of skills and promote learning on various levels of competence.

The hm Program (Level II) will provide you with a focus on the nature and value of study skills. It will give you twelve initial instructional units dealing with a variety of crucial skills. In addition, it will offer you suggestions for consequent instruction related to the various skills.

The *hm Study Skills Program* (Level II) will function as a workbook for classroom use. After the completion of the last unit, each student should be allowed to keep his or her Program so it can serve as a resource or handbook throughout the year. Or, Programs may be reused as needed.

The hm Program (Level II) for 8th, 9th, and 10th graders is the first in a series which also includes the *hm Study Skills Program* (Level I) for 5th, 6th, and 7th graders. Other books in the series include:

The *hm College Study Skills Program*
for high school seniors and college freshmen

The *hm Mathematics Study Skills Program*
for pre-Algebra students

The Spanish language edition of
the *hm Study Skills Program* (Level I)

4. *The hm Study Skills Program (Level II): Outline of Units*

I. Introduction; Learning To Listen
II. Vocabulary (Getting Meaning From Context)
III. Note-Taking Methods
IV. Listening And Taking Notes
V. A Way To Read Textbooks
VI. Vocabulary (Literal And Figurative Meanings)
VII. How Do *You* Study?
VIII. Improving Your Memory
IX. Preparing For And Taking Tests: Objective Questions
X. Organizing The Paragraph
XI. Organizing The Paragraph (cont.) And Answering Essay Questions
XII. Using Your Time

TEACHING THE hm STUDY SKILLS PROGRAM: A DISCUSSION OF MEANS AND ENDS

1. People learn skills through processes of repeated trial and error. One key to study skills teaching, then, is providing the student with sufficient opportunity for practice of the skill to be learned. The *hm Study Skills Program* includes only one practice of each skill which it introduces. If your students are to master the study skills presented by this Program, it is essential that you provide them with structured opportunities for practice of the various skills. For example, in our classroom testing of the hm Program, we have seen teachers select four or five study skills which they judged to be most important and focus on these in the weeks and months after their initial use of the whole Program.

   Of course, there is an inevitable tension between providing your students with trial and error practice of a new study skill and helping your students to maintain their interest in learning the skill in the face of the necessary repetition. While this tension cannot be willed away, we are confident that you can minimize it by using variation and imagination in your instructional design. For example, if your students are learning to take notes, let them practice their skills in a wide variety of contexts and for many different purposes.

2. A second key to study skills teaching is the recognition that learning a study skill requires the learner to err before he or she can succeed. We learn skills by trying to use a new skill, making mistakes, identifying and learning from our mistakes, and then correcting them. This understanding creates several responsibilities for the teacher:

   a. The teacher must provide a space within the learning process where the student can try out a new skill, experience a good deal of error, but not feel that he or she has failed or is a failure.

   b. The teacher must provide usable feedback to the student about the effectiveness of the student's use of the new study skill.

   c. The teacher must reward the student for what he or she has done well in using the new study skill. With such recognition, the student experiences success in the learning process and will be more motivated to continue the development of mastery in the new study skill.

3. We strongly recommend that the *hm Study Skills Program* be taught within the context of an academic course rather than in a homeroom or mini-course setting. Only in a regular academic classroom can the teacher of the hm Program integrate study skills with the curriculum of his or her course and show the student the immediate and long-term value of mastering the various skills.

4. The study skills presented in the hm Program are ones which are useful in almost any academic endeavor. Thus, we believe that the *hm Study Skills Program* may be successfully taught within the context of any academic subject with the exception, perhaps, of mathematics. (The *hm Mathematics Study Skills Program* has been developed to provide a study skills resource for the mathematics classroom.) In our classroom testing, we have observed the effective use of the Level II *hm Study Skills Program* in Social Studies, English, Reading, and Science classes.

5. Our classroom testing of the *hm Study Skills Program* (Level II) has informed us that there is no single organization or pacing for the teaching of the units which we can recommend. Rather, a number of structures and pacings have been used with success. These include the following:

   a. One unit per week over a twelve-week period.

   b. Two units per week over a six-week period.

   c. A division of the instructional load among different subject area teachers, with each one teaching some part of the Program.

   We suggest that you adopt an instructional strategy which is suited to your own school's strengths and needs. We strongly recommend that you design a strategy which will provide opportunity for the immediate application and reinforcement of the various study skills which the student can learn through this Program.

6. In creating the hm Program, we have included a content for each unit. We have done this to make the Program more immediately useful to classroom teachers. However, you may wish to replace our content with that of your course. In our classroom testing, we have observed a number of teachers who have integrated a unit or several into their curriculum. You may wish to do this as well and accomplish two of your instructional objectives simultaneously.

7. The *hm Study Skills Program* (Level II) is designed to be taught by a teacher in a classroom setting. It is not programmed material which the student can work through by himself or herself, though some of its units may be used on an individual basis.

8. The *hm Study Skills Program* (Level II) attempts to incorporate as much student activity as possible, including individual, small group, and whole class exercises. This emphasis flows from our convictions that people learn skills best by doing.

9. Given the grade-oriented reality of most schools, we suggest that the student's involvement with the hm Program be graded in some fair and concrete manner. We propose a *mastery* basis for this grading, though one which keeps in mind the process of how skills are learned, namely only through repeated practice over time, and sets reasonable levels of expected mastery. We also suggest that you inform your students about how their work with the hm Program will be evaluated at the very beginning of their use of the Program.

10. It's important to note that the hm Program (Level II) can also serve as a diagnostic tool for your use. An inspection of your students' working of the various units will provide you with specific information about their abilities in terms of study skills. It will show you clearly what they already know and on what you need to focus your instructional attention.

11. We strongly recommend that you provide your students with an overview concerning the values and purposes of study skills both in your classroom and throughout their lives.

SUGGESTIONS FOR TEACHING THE hm STUDY SKILLS PROGRAM

Suggested Directions

1. The Teacher's Guide offers "Suggested Directions" for the teaching of each unit in the Program. Our classroom testing has shown these methods to be useful. Of course, we invite you to adapt them in ways which you see fit.
2. We suggest that you examine both the Program and the Teacher's Guide carefully prior to your teaching of the various units.
3. The Program offers a content with which the students may practice the various skills. As noted above, we invite you to substitute the content of your course in its place if you find this desirable.
4. THE CONTENT INCLUDED IN THE PROGRAM IS COMPLETE WITH *TWO EXCEPTIONS:*
   a. For Unit I (pages 1-6 in the Program) the Listening Exercise asks you to prepare and deliver a short talk. See pages 6-8 in the Teacher's Guide.
   b. For Unit IV (pages 27-31 in the Program) Exercises I and II ask you to prepare and deliver a short talk and to lead a short class discussion. See page 18 in the Teacher's Guide.

   The reason we ask you to participate in this way is discussed on page 6 of the Teacher's Guide.

   NOTE that Unit II requires a decision on your part concerning how to use the various exercises offered. See pages 9-13 in the Teacher's Guide and pages 7-13 in the Program.
6. **NOTE** that Unit XII (pages 87-95 in the Program) includes the only homework assignment for students in the Program which must be completed prior to class.

Suggested Times

1. Each section of the "Suggested Directions" in the Teacher's Guide includes suggested times for the various parts of the units. We caution you that these times are approximates based on a variety of classroom testing of the materials. Each unit is designed to fit into a single period. However, our testing experience has shown us that the wide variation in teacher style results in an equally wide variation in the pacing of instruction. We strongly suggest that you examine the Program units carefully and gauge your planning of instructional time according to your knowledge of how things actually work in your classroom.

Unit Summaries

1. Each unit includes a summary as its final page. While the use of the summaries has not been formally involved in the suggested directions for instruction, we suggest that you bring the summaries to the attention of your students.

AN IMPORTANT OMISSION: USING SCHOOL RESOURCES

Throughout our development of the hm Program, we considered the inclusion of units relating to the student's use of school resources. Two key resources in our view are (1) the school library or media center, and (2) the guidance and special services personnel. Eventually we decided not to include units of this sort, because we could not direct them specifically to the situation in *your* school.

We urge you to examine carefully your students' needs for skills in the use of school resources and to provide your students with the necessary instruction for developing them, if they are not receiving such instruction in another context.

UNIT I: LEARNING TO LISTEN

Listening means more than just hearing. Listening means hearing *and* understanding or appreciating.

In the elementary grades, teachers are usually aware of listening as a language art of equal importance to effective communication as reading, writing, and speaking. However, in secondary schools, teachers often seem to assume that students have already developed effective listening skills. This assumption is continually contradicted by the very real difficulties that many students have in listening effectively. If you feel at all skeptical of this conclusion, think about how many times each day you ask your students to listen more carefully. Or how many times have students you've taught limited the success of their learning or achievement by not listening well?

We believe that the listening skills of secondary students need nearly as much instructional attention as those of their younger counterparts. Unit I presents an initial lesson towards defining listening as a group of skills and teaching several of these skills to students.

For the last exercise in this unit, the Listening Exercise, we ask you to create a short talk. We have not provided the content for this because we are certain that what you can create for this purpose will be more engaging and useful to your students than what we could provide for you.

Suggested Directions for Unit I

1. Give students a brief overview of Study Skills Program (how many classes; what it will cover; how it will be graded; what value you see in it; etc.). Then pass out the Programs and read the Introduction on pages 1-2 aloud to students (or have individual students read aloud). Discuss briefly.

   Approximate time: *10 minutes*

2. Have students turn to page 2. Note that the first unit is "Learning to Listen." Explain that you are going to test listening skills with "Questions For Good Listeners." Ask each question only *once* (or twice, if that seems more appropriate for your class); tell students to expect this. Have students write their answers in the spaces provided on page 2.

   Questions For Good Listeners

   1. Do they have a fourth of July in France?
   2. How many birthdays does the average woman have?
   3. Why can't a woman living in Lexington, Kentucky be buried west of the Mississippi?
   4. A farmer in Montana had forty sheep. In a blizzard, all but nine died. How many does he have left?
   5. Is it legal in California for a man to marry his widow's sister?
   6. Some months have 31 days; some have 30. How many have 28?
   7. A plane crashed on the border between the United States and Mexico, in fact, right in the middle of the Rio Grande. In which country would the survivors be buried?

Answers below.

1. Yes
2. One
3. A woman who is living can't be buried.
4. Nine
5. A man who has a widow is dead.
6. Twelve
7. Survivors are alive.

Go over answers orally and discuss why people get wrong answers. (Many or most students will get some or many wrong.)

a. Stress the idea that errors result mostly from poor listening (focusing on a single word rather than the entire question; jumping to conclusions based on expectations rather than what's actually said; etc.).

b. If the class is sufficiently mature, have students who got wrong answers raise their hands to show how widespread errors are.

14 minutes

3. Have students read pages 3-4 (or read them aloud). Go over the specific skills of active listening orally for emphasis.

   10 minutes

4. Listening Exercise

   Before class, prepare a 4-6 minute talk which relates to your subject. Have it include 2 or 3 main ideas. Give 3/4 of your talk and then stop. Have students respond to the questions on pages 5-6.

   Try to include something implicit in your talk that would correspond with question #4 on page 6.

   Collect the Programs and evaluate student responses as to how successful the students were as active listeners. Give students written feedback about their answers. If possible, discuss this exercise when you give the Programs back to students.

   10 minutes

Additional Suggestions

Teaching effective listening skills requires an ongoing effort. Below are some suggestions for other kinds of instructional activities involving listening.

We identify three general kinds of listening and have grouped the suggestions as such.

A. Listening for information and organization

1. The Message Game

   On paper, write down a message that's 20-25 words long (use the example below or create your own). Whisper a message to a student at one end of the class; the message may be stated and then repeated once. Have first student whisper message to second,

second to third, and so on, until the message goes around the class and reaches the last student. Have the last student write the message given to him/her on the board, while you write the original message next to it.

Discuss. Focus on how ineffective listening has changed the message.

If your class is large and/or your students are impatient, set up two or three simultaneous message-passing chains.

Have each student write down the message he/she receives.

While the message is being passed, engage your students in a discussion to distract them from the passing of the message.

Example of message:

Although Jenny drove to Sears today to buy a record for her brother, Jack, his birthday isn't until the week after next.

2. Read a short passage with a mixed-up sequence aloud to students. Have students reorder the sequence in writing. Have several read aloud, and discuss.
3. Read a set of directions aloud twice; then have students write down directions. Compare and discuss.
4. Chain Stories

   Divide students into groups of 4-6. Have first student start telling a story (in each group); after three sentences, have second student continue the story for three sentences, and so on. Stipulate that each continuation of the story must be coherent with what has preceded it. Give students 4-6 minutes to develop story. Discuss what took place in each small group with the class as a whole; focus on uses of listening in this process. Then repeat procedure.

B. **Critical listening**

1. Read a passage with a number of irrelevancies aloud to students; have them identify the irrelevancies.
2. Read a passage that includes both fact and opinion aloud to students; have them distinguish between fact and opinion.

(You may find writing the passages for these two exercises yourself a good way to do this.)

C. **Listening for appreciation**

1. Have students listen to various forms of spoken language, i.e. plays, poetry, comedy, etc.
2. Have students close their eyes and listen to the sounds of their classroom environment for five minutes. Then have them list all the sounds they've just heard. Share lists and discuss.

UNIT I SUMMARY: LEARNING TO LISTEN

Listening is a skill. It takes effort and practice to learn how to be a good listener.

The key to being a good listener is being an *active listener*.

How do you become an active listener?

1. Regularly remind yourself of what's already been said while you listen. Ask yourself: how does what's being said now fit in with what's already been said?
2. Try to think ahead of the speaker. Ask yourself: what do I think he or she will say next?
3. Try to listen "between the lines." Ask yourself: is there anything the speaker is hinting at or saying indirectly?
4. Listen first, judge later. Don't try to evaluate what you're hearing until you've heard what the person has to say.
5. Take notes if you need to remember what's been said. Ask yourself: do I need to remember this? Do I need to take notes?

UNIT II: VOCABULARY (GETTING MEANING FROM CONTEXT)

"Getting meaning from context clues" is the vocabulary skill of examining context to develop a working definition for an unknown or unfamiliar word. The use of this skill is associated both with students who are academically successful and with people who value and enjoy reading.

We have chosen to include this skill in the Program because we believe that its addition to the repertoire of 8th, 9th, or 10th graders will help to increase the effectiveness of their reading for learning and enjoyment. When they encounter an unknown word, many students choose either to ignore it or to disrupt the flow of their reading by looking it up at that moment. If a student can use context clues to develop some sort of meaning for that word, then the process of reading can continue without interruption and can offer greater involvement and reward.

The exercises in this unit increase in degree of difficulty from #1 through #6. From our classroom testing we have learned that students respond most enthusiastically to the activities of this unit if they are asked to begin working the exercises at a level which is neither too easy nor too difficult, that is, one which is challenging but still offering of success. We suggest that you examine the exercises carefully prior to your use of them and select an appropriate starting point for your students. For example, if most of your students would not be sufficiently challenged until Exercise IV, you may wish to cover Exercises I-III briefly and then ask your students to begin working Exercise IV.

The items in the Additional Exercises range throughout the spectrum in terms of degree of difficulty but tend towards the more difficult end.

Please note that some of the examples of context clues used in this unit are exaggerated and probably unlike what a student will encounter in ordinary prose. We have employed this

exaggeration for the purpose of making the concepts involved as clear as possible. You may wish to discuss this with your students.

You may also wish to bring to your students' attention the caution that "getting meaning from context" is a highly useful but limited tool, that many words which they will encounter in their reading will not have enough context clues for this method to be fruitful.

Finally, if you would like to read a useful discussion of context clues and several related vocabulary skills, we suggest that you examine *Vocabulary Development in the Classroom,* by Lee C. Deighton (Teachers College Press: Columbia University, New York, 1959).

A Note about Teaching Methods

For several units in the hm Study Skills Program, including this unit, we recommend the use of small groups of students in working the various exercises. We do this for the following reasons:

1. The interactions within small groups of students working on a common task can facilitate the learning of skills through shared problem solving. In this way students can learn from interacting with each other.
2. Small group processes offer a superb method of genuinely engaging students in an activity. Such processes help both to enhance motivation for learning and to increase interest in the content of a lesson, as they offer active participation to each and every student.

You may wish to select the membership of the small groups based on your knowledge of your students.

Of course, individual work is of critical importance to the learning of skills. When a skill is introduced in a group setting, it becomes crucial to provide for individual work with that skill through homework and/or other class activities.

If you would like to read about the uses of small learning groups in the classroom, we suggest that you examine *Learning Together and Alone: Cooperation, Competition, and Individualization,* by David W. Johnson and Roger T. Johnson (Prentice-Hall: Englewood Cliffs, New Jersey, 1975).

Suggested Directions for Unit II

1. At the beginning of the period, divide the class into small groups of 3-5 students; have the students in each group sit in a circle.
2. Have students read the introduction on page 7 (or you or a student can read it aloud).

   Go over "Getting Meaning From Context Clues" (page 7) orally, clarifying definitions and process. Have students do the example at the bottom of the page orally, then go over.

   Approximate time: *10 minutes*
3. For exercises (pages 8-13) which you are *not* going to ask your students to do: read aloud the description of the particular kind of context clue; clarify if necessary; have students do the example individually, then go over; repeat this procedure with the first item in the exercise.
4. For exercises (pages 8-13) which you wish your students to complete: read aloud the description of the particular kind of context clue; clarify if necessary; have students do the

example individually, then go over; *have students work the items in the exercise as a group effort;* go over exercise orally, focusing on the nature of the process of using context clues.

5. Have students read "Three Hints" on page 14; discuss briefly.

   5 minutes

6. The three additional exercises (pages 14-17) can be used for homework or additional class work.

ANSWERS FOR EXERCISES IN UNIT II

Page 7

Example: curfew - a time by which one should be home

Page 8

Example: depreciate - lose value

Exercise I (circled words)

1. exact copy
2. kind of a plant or animal
3. camp . . . used only for a night or two
4. not to participate

Page 9

Example: munitions - materials for warfare

Exercise II

1. adventures
2. make gestures, move to express something
3. make less pure
4. not moving

Page 10

Example: procrastinator - person who repeatedly delays action

Exercise III

1. person who decides what others may read, see, etc.
2. watching over
3. a general pardon
4. the plot of a movie

Page 11

Example (synonym): fathom - understand
Example (restatement): propaganda - spreading of narrow views

Exercise IV (circled words)

1. hired soldiers
2. person who is never satisfied
3. extreme dislike
4. take . . . apart

Page 12

Example (comparison): predicament - difficult problem
Example (contrast): demoted - lowered

Exercise V

1. no longer useful
2. complete failure
3. crowd
4. skill

Page 13

Example: trepidation - fear

Exercise VI
1. filled with clouds
2. friendly, tending to be with others usually
3. something that eases without curing
4. winding

Pages 14-15

1. curses
2. difficult problem or choice
3. people seeking favors
4. speak badly of
5. bring legal charges
6. clearly stated guess
7. frugal, cheap
8. no longer existing
9. a group of associates, a traveling party
10. weariness, lack of energy

Pages 15-16

1. express emotion or feeling
2. a cause for an angry or challenging response
3. to like someone very much whom you don't know very well
4. living in trees
5. mixed, dissimilar
6. loss of memory
7. brothers and sisters
8. small, slight
9. word for word
10. foolish, silly

Pages 16-17

1. poles that serve as steps of the ladder
2. eight sided
3. strength and endurance
4. intoxicated, drunk
5. place where bees are kept
6. scientist who studies birds
7. existing at birth
8. change, moving from one state to another
9. being alone
10. blocking the passage of light

Additional Suggestions

1. You may find it valuable to create more exercises similar to the additional exercises in this unit to give your students more practice with this skill.
2. It would certainly be of value to engage your students in using the "getting meaning from context clues" skill in reference to their own reading. Several of the teachers who tested

this unit reported creating assignments of this kind (i.e. asking students to list unknown or unfamiliar words from an assigned reading, also listing definitions developed from context clues whenever possible); each of these teachers found such assignments highly reinforcing of the skill, particularly when the students perceived the assignment as a challenge.

UNIT II SUMMARY: VOCABULARY (GETTING MEANING FROM CONTEXT)

One good way to figure out the meaning of an unknown word is to use *context clues*.

The context is the setting in which the unknown word is found, that is, the words and phrases around it. *Context clues* are familiar words and phrases. From the meaning of these you can often figure out the meaning of the unknown word.

Kinds of *context clues:*

1. Definition	The context actually includes a definition of the unknown word.
2. Example	The context includes examples of the unknown word which can give you an idea of its meaning.
3. Description	The context describes the unknown word.
4. Restatement or synonym	The context gives you a synonym for the unknown word or a restatement of it, that is, expressing its meaning in other words.
5. Comparison and contrast	The context tells you what the unknown word is like or what it's not like.
6. Inference	The context gives you enough information about the unknown word so that you can draw some reasonable conclusions about, or infer, its meaning.

UNIT III: NOTE-TAKING METHODS

Effective note taking is perhaps the single most useful study skill that a student can learn. The ability to take good notes will prove helpful not only in academic contexts but also in any setting which requires the retention of information. As we note in the next two units, the process of taking notes results in learning both when the notes are *taken* and when they are *used*.

This unit presents two note-taking methods: (1) outlining, the traditional approach; and (2) mapping, a technique which is discussed below. This unit introduces these two methods through their application to written materials. Unit IV provides practice in applying these methods to oral presentations.

To take notes effectively, one must have the ability to identify main ideas and important data within a written or oral presentation. In creating Units III and IV, we have assumed that your students have already developed at least a rudimentary skill in identifying main ideas and facts. If many or some of your students do not have this skill yet, we suggest that you provide them with the instruction necessary for its development.

MAPPING: WHAT IS ITS VALUE?

Research into cognitive and learning styles during the past three decades has verified what every perceptive classroom teacher already knows: that people perceive, understand, and respond to the world in very different and personal ways. The evidence of these individual differences we can see every day in the ways our students express their thinking and feeling.

This understanding of diversity in perception and cognition is a useful concept to apply to the teaching of note-taking methods. While some students are comfortable with the outline form, others can only struggle with its demands, especially when the presentation which they are experiencing lacks an obvious order.

Mapping is an alternative note-taking method that can prove extremely useful (1) to students for whom outlining is not a helpful tool, and (2) in situations where the presentation lacks a clear organization, such as class discussions. Mapping requires less organization than outlining does as one goes along but results in nearly equally well-organized notes. Although it may be used in any context, mapping is particularly helpful for taking notes during unstructured oral presentations. On page 15, you will find an example of outline and mapping notes taken by one student; we believe the contrast speaks for itself.

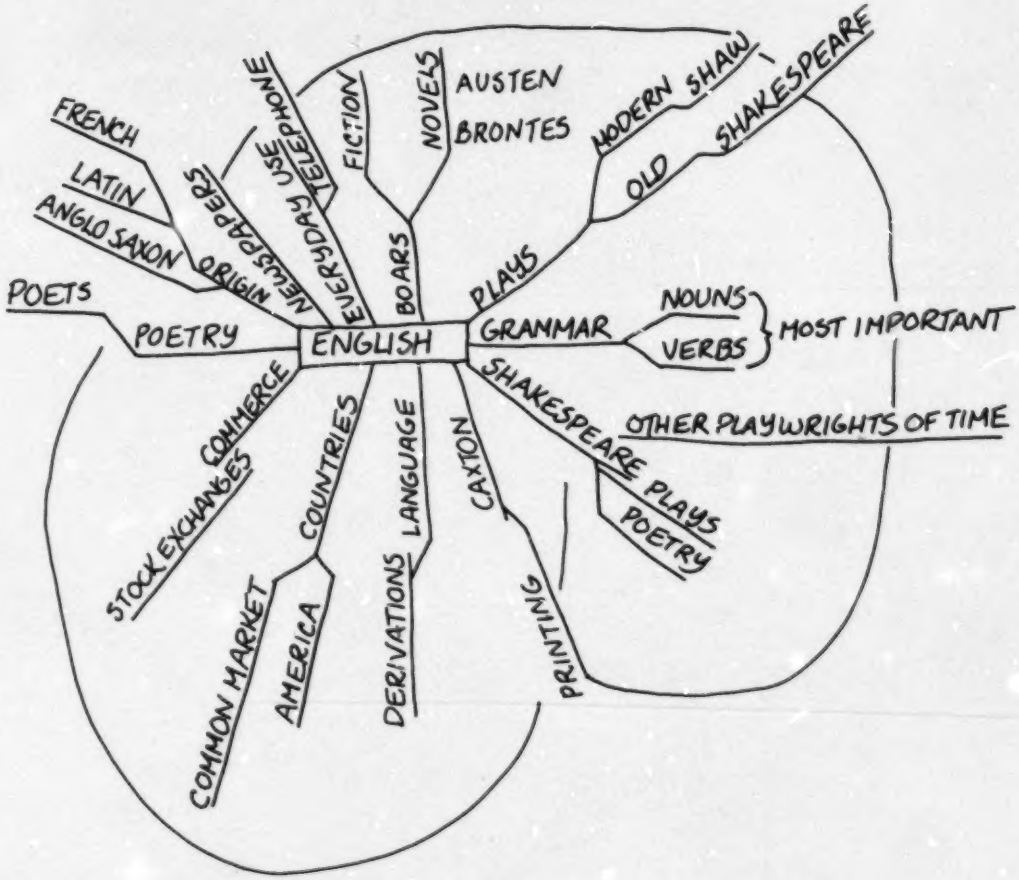
Certainly outlining is an important and useful note-taking method. We believe that mapping can also be useful to your students, particularly to those who find outlining difficult. Although mapping may be new to you, we suggest that you examine it carefully, experiment with its applications, and help your students master its uses if you share our perception of its value.

If you are interested in learning more about mapping, we suggest that you examine *Using Both Sides of Your Brain*, by Tony Buzan (E.P. Dutton: New York, 1976), pages 83-107.

⑦ SETTING - TIME AND PLACES IN WHICH THE NOVEL IS SITUATED.

⑧ IMAGERY - KIND OF IMAGES THE AUTHOR USES TO DESCRIBE (USUALLY) BY SIMILE OR METAPHOR)

⑨ SYMBOLISM - ONE THING STANDS FOR ANOTHER
THE WITCHES IN MACBETH SIGNIFYING END.



The 'best notes' in outline form of a 14 year old boy, and his mapping notes about English.

Suggested Directions for Unit III

1. Have a student read "Why Take Notes?" (page 19) aloud, or read it aloud yourself. Discuss briefly; emphasize the purposes of note taking and the concept of notes as "a map of the main ideas." Have a student read "Note-Taking Methods" aloud.

   Approximate time: *9 minutes*

2. Have students read "Outlining" and "Paragraph I" (page 20). Briefly discuss the outline below it. Read "How To Outline" and "Tips For Taking Notes" (page 21) aloud. Have students do Exercise I (page 22); go over, writing the outline on the board.

   17 minutes

3. Have students read "Mapping" and "Paragraph II," or read them aloud. Discuss the map below "Paragraph II" (page 23). Have students do Exercise II (page 24); go over, drawing the map on the board.

   17 minutes

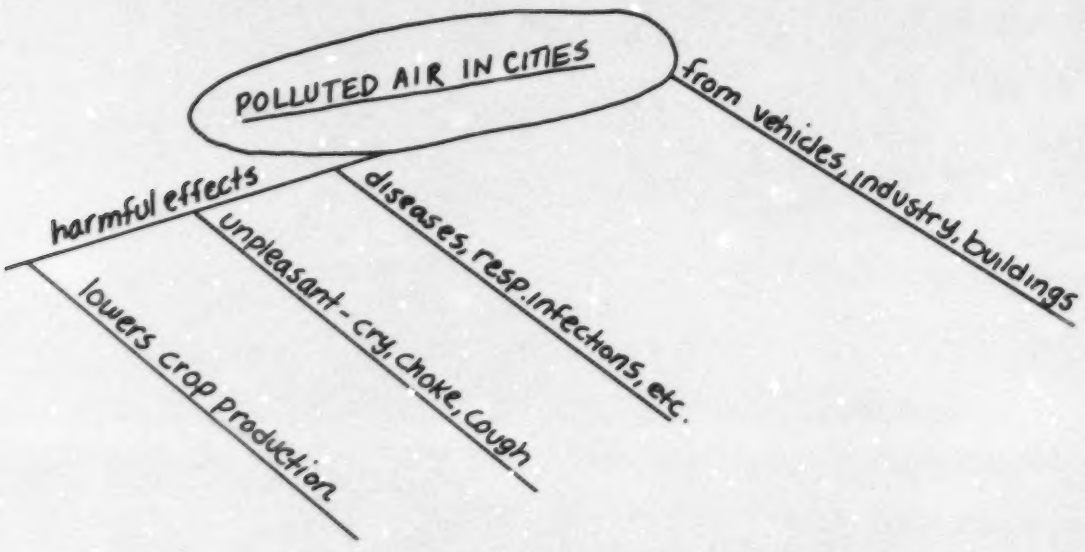
4. If you have time, begin "Using Abbreviations and Symbols in Note Taking" (page 25) in class; have students finish it at home. Or assign entire page, including Exercise III, as homework. Go over Exercise III in class the next day, or collect Programs and evaluate responses to Exercise III individually.

★ ★ ★ ★ ★ ★

OUTLINE FOR EXERCISE I (page 22):

I. Women had few rights in 1800s
   - A. Property of father, husband
   - B. No vote or govt. office holding
   - C. Considered inferior
   - D. Started winning rights 1900s

MAP FOR EXERCISE II (page 24):



27

Additional Suggestions

1. To help your students develop a mastery of these methods, we suggest that you structure a number of different kinds of situations throughout the year in which the students must take notes and hand them in to you for review. Through this kind of ongoing process you can both stress the utility of note taking and keep your students engaged in improving their note-taking skills.

UNIT III SUMMARY: NOTE-TAKING METHODS

Taking notes helps you to learn in two ways:

1. To take good notes, you need to figure out what the important ideas and facts are in what you're reading or hearing. Figuring out what these important ideas and facts are and then writing them down will help you to learn them.
2. You can use your notes a week or a month later to study for a test.

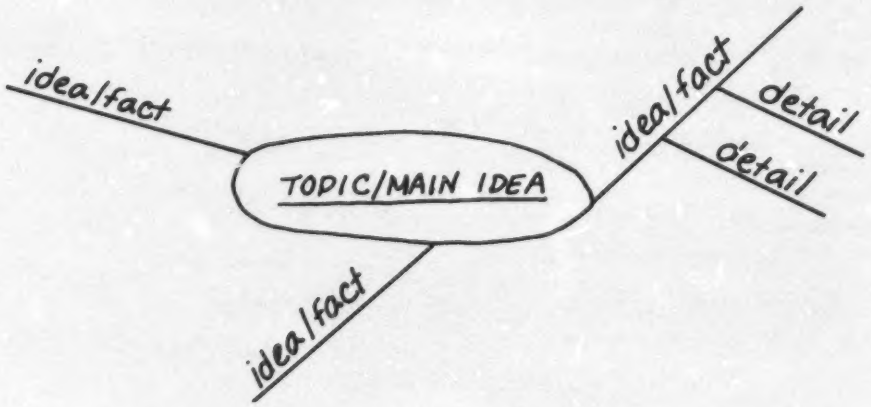
Think of your notes as a MAP. Only write down the main ideas and important facts. Also, be sure to write your notes in your own words.

Two good methods for taking notes are:

1. **OUTLINING**

I. Main idea
   A. Idea/detail
   B. Idea/detail
      1. Sub-detail
      2. Sub-detail

2. **MAPPING**



Use abbreviations and symbols as much as possible when you take notes. The more you can use them, the less writing you'll have to do.

UNIT IV: LISTENING AND TAKING NOTES

This unit provides the student with an opportunity to integrate Units I and III by using both note-taking methods, outlining and mapping, for oral presentations.

As in the first unit, we have left the content of the two oral presentations in Unit IV to your discretion.

Suggested Directions for Unit IV

1. Have several students take turns reading pages 27-28 aloud. Discuss each section briefly, particularly emphasizing the different uses of the two note-taking methods described in "How Do You Start?"

   Approximate time: *10 minutes*

2. Deliver a 4-6 minute lecture after you've put a brief outline for it on the board (or write the outline as you go along). Have students take notes in outline form on page 29. At the conclusion of the lecture, have 2-3 students put their notes on the board. Discuss and evaluate. (Exercise I)

   16 minutes

3. Conduct a 4-6 minute class discussion. Have students take mapping notes on page 30. At the conclusion of the discussion, have 2-3 students put their notes on the board. Discuss and evaluate. (Exercise II)

   16 minutes

Additional Suggestions

1. We suggest that you include practice in taking notes from listening as an integral part of your ongoing process of teaching note-taking skills. As noted in Unit III, it's crucial that you both structure repeated practice for your students and provide them with feedback about the quality of their notes and, thus, the effectiveness of their skills.

SUMMARY UNIT IV: LISTENING AND TAKING NOTES

Taking notes in class can help you to learn both when you first write the notes down and when you use them for studying.

1. You can use the *outline* method to take notes for a lecture or any kind of organized talk.
2. You can use the *mapping* method to take notes for any class activity that is less organized, such as a class discussion.

Remember to be an active listener!

UNIT V: A WAY TO READ TEXTBOOKS

Though the role of the textbook in the secondary classroom has changed considerably

during the past three decades, the textbook is still a central part of the student's learning experience in most courses. This unit starts from the assumption that many or most students regard textbook reading as a relatively uninteresting chore; it is something to be done as quickly as possible and then pushed away, or not to be done at all. The intent of this unit is to offer students a way to experience textbook reading as a challenge, as an activity which can earn their interest and involvement. To this end, the unit presents the SQ3R Method for learning from textbooks and engages the student in an initial practice of its use.

It would be helpful if you familiarized yourself with Unit V prior to considering the next two comments.

1. While the RECITE and REVIEW steps of the SQ3R Method are important to a student's learning and the notes which are created are useful, the student's perception of the note-taking process as "extra work" can sometimes interfere with his or her willingness to try the SURVEY and QUESTION steps of the method. As these two initial steps are crucial to engaging the student's interest in his or her reading, you may find it useful or necessary to focus your teaching efforts on the first two steps of the SQ3R Method and to return to the last two steps at another time.
2. Our classroom testing of this unit has indicated that many students find the QUESTION step the most conceptually difficult. If this is the case with your students, we suggest that you model the question-forming process for them more thoroughly than the unit has done.

If you are interested in learning more about the SQ3R Method, we suggest that you examine *Effective Study,* by F. P. Robinson (Harper and Row: New York, 1946), or any of several other titles by the same author.

A Note about Teaching Methods

The usefulness of the SQ3R Method to any student obviously depends on his or her ability to use the method individually. For the purpose of introducing students to the SQ3R Method for the first time, we strongly recommend that you organize your class into small working groups of students, as noted in the Directions for this unit. Many students find the SQ3R Method detailed and somewhat dry at first. Students working in groups will be more willing to become engaged in learning the various steps of the method as a result of the stimulation of the group process. Encourage your students to share the work of the group actively, even if it seems inefficient at times. Then, after the initial lesson, you may structure assignments which will lead students to use the SQ3R Method on an individual basis.

Suggested Directions for Unit V

1. At the beginning of the period, divide the class into groups of two or three. Have the students work the exercises in this unit in these groups. Encourage them to work cooperatively.
2. Introduce the topic of the unit; read the first paragraph aloud on page 32. Have students answer the question, "How are textbooks different from novels and stories?" List answers on the board and discuss briefly (or you may wish to respond to this question only through a brief discussion).

   Suggested answers to the question:

   1. Textbooks present and explain ideas and information. Novels tell a story.

2. Textbooks are organized into chapters and sections, with chapter titles and section headings. Novels usually only have chapters.
3. Textbooks usually include additional materials to help you learn, such as diagrams, maps, pictures, summaries, review questions, etc. Novels have none of these.
4. Textbooks are written to teach the reader. Novels may also attempt to teach but must first involve the reader in a story.

Approximate time: *8 minutes*

3. Read aloud "How Do You Read A Textbook?", "A Way To Read Textbooks," and "How Does The SQ3R Method Work?" (pages 32-34), alternating the reading among students and yourself. Discuss each step of the SQ3R Method for emphasis.

14 minutes

4. Have students do Exercise I (pages 34-35); then go over, writing answers on the board.

14 minutes

5. Read "What Are The Advantages Of Using The SQ3R Method?" and "Tips For Taking SQ3R Notes" (page 36) aloud, or have students read them aloud.

5 minutes

6. Do as much of Exercise II (pages 37-38) in class as time allows. Have students do the first section, go over it orally, and so on. Have students complete the remaining sections of Exercise II as homework. Collect the homework assignments the next day and critique them.

SUGGESTED NOTES FOR EXERCISE I (pages 34-35)

I. What was a new way to travel?

I. Automobile
- A. Internal combustion engine, developed in Europe
- B. First American cars—1890s
- C. Best cars gas powered

SUGGESTED NOTES FOR EXERCISE II (pages 37-38)

I. What were the changes brought by the automobile?

I. Changes brought by cars
- A. Very major industry
- B. System of paved roads
- C. Accidents—people hurt, killed

II. What was a flying machine?

II. Flying machines
- A. First airplane—1903—Wright brothers
- B. 1700s—balloons
- C. 1800s—wooden gliders

III. How did aviation improve?

III. Aviation (science of building and flying planes) improves

A. Mechanics built better planes
B. World War I—new uses for planes
C. 1927—Lindbergh flies Atlantic, shows air travel has future

Additional Suggestions

1. The SURVEY and QUESTION skills of the SQ3R Method offer the student a new way of learning from textbook reading. In our view, the potential benefits of these skills are vast because their use can effectively redirect the student from a focus on "just getting the work done" to a genuine concern for learning. Given this potential value, we suggest that you provide your students with repeated practice of the SURVEY, QUESTION, and READ steps of the SQ3R Method.

UNIT V SUMMARY: A WAY TO READ TEXTBOOKS

Textbooks are very different from novels, short stories, or plays. Textbooks are written to help the reader learn the information within them as easily as possible. Thus, they are usually organized into chapters and sections, with chapter titles and section headings.

A way of reading textbooks that takes advantage of this organization is the SQ3R Method.

S———SURVEY	Quickly look over the chapter title, section headings, and chapter summary to get an idea of what the chapter is about.
Q———QUESTION	Go back to the beginning of the chapter; turn the first heading into a question, so you know what you're trying to find out when you're reading.
R———READ	Read the section to find the answer to your question.
R———RECITE	Tell yourself the answer by taking brief notes for that section in outline form. Write the question on the left side of your paper, the notes on the right.

Repeat the QUESTION, READ, AND RECITE steps for each section of your assignment.

R———REVIEW	Cover the right side of your page; ask yourself the questions on the left and answer them. If you can't answer them, go over your notes again.

UNIT VI: VOCABULARY (LITERAL AND FIGURATIVE MEANINGS)

This unit engages the student in learning about the nature of the literal and figurative meanings of words and the differences between them. While this language skill has tradi-

tionally been considered strictly a part of the English curriculum, we view it as a useful study skill for the following reasons: (1) an understanding of literal and figurative meanings conveys to the student the idea of our language as something alive and dynamic, not static and fixed; (2) it also informs the student that one word may have several or many different meanings. As language is central to instruction in all subjects, the comprehension of the complex and changing nature of language by a student will help him or her deal with the uses of language not only in English but in the sciences, social studies, mathematics, and other subjects as well.

Suggested Directions for Unit VI

1. Have students do "A Game of Meanings" (page 40). Tell them to go ahead and read "Literal Meanings" on page 41 when they have completed the "Game"; also, have them answer the question at the end of "Literal Meanings."

   Go over "A Game of Meanings" orally in class. Clarify the term "literal meaning" and go over the question at the end of that section.

   Approximate time: *10 minutes*

2. Read "Figurative Meanings," "What Is A Figure Of Speech?", "Why Do We Use Figures Of Speech?", and "What Is A Figurative Meaning?" (pages 41-43) aloud, or alternate your reading with that of students. Discuss as you go along for clarification and emphasis. Be sure to reiterate what a figure of speech is, and what figurative meaning is. Have students answer the question at the end of the section (top of page 43) and go over it orally.

   14 minutes

3. Have students complete Exercise I (page 43) individually. Go over orally.

   8 minutes

4. Read "Why Is It Worth . . . " (page 43) aloud, or have a student read it. Discuss briefly.

   3 minutes

5. Divide class into small groups of 3-4 students. (You may wish to set up the groups at the beginning of the period to avoid confusion.) Have students do Exercise II in groups (pages 44-46).

   Have the groups do one word at a time. Challenge them to come up with as many figurative meanings and sentences as possible within a given time period of several minutes. Then go over orally as follows: have each group report one example of a meaning and the corresponding sentence to class; keep going around the groups until all the different meanings for the word have been given.

   You may wish to allow your students to use the dictionary as an aid for this exercise.

   If you have sufficient time, have your students go on to Exercise III (pages 47-48). Any words in Exercises II and III which are not covered in class can be assigned for homework.

ANSWERS FOR EXERCISES IN UNIT VI

Page 40: A Game of Meanings

Example: top

1. leader
2. person

3. frothy top
4. understanding
5. head
6. top part of a plant
7. front
8. origin or source

Page 41

Numbers of the sentences in "A Game of Meanings" which use the literal meaning of the word ***head:***

5 (only one sentence with a literal usage)

Page 43

How many different figurative meanings does the word ***head*** have in the sentences in "A Game of Meanings"?

7

Page 43: Exercise I

Example: F

1. F
2. F
3. L
4. F
5. L
6. L
7. F
8. F or L (can be either)

Pages 44-46: Exercise II

1. foot
   1. foot of the hill, of the bed, of the sail
   2. foot of the stocking
   3. first foot in each line of the poem
   4. to foot the bill
   5. one foot in the grave
   6. put your best foot forward
   7. put your foot in your mouth
2. eye
   1. eye of a hurricane
   2. eye of a seed
   3. make eyes at
   4. eye of a needle
   5. in the eyes of the law
   6. set eyes upon
   7. an eye for girls
3. hill
   1. king of the hill
   2. not worth a hill of beans
   3. all downhill from here
   4. the hill—pitcher's mound
   5. like living in an anthill

Pages 47-48: Exercise III

1. ear
   1. an ear of corn
   2. an ear for music
   3. gain her ear
   4. the ear of the jar

2. road 1. the road to peace
   2. life on the road
   3. the road of time
   4. a road to nowhere
   5. the high road and the low road

3. root 1. root of the matter, of the problem
   2. family roots
   3. square root
   4. root word

Additional Suggestions

1. You may wish to have your students examine the literal and figurative meanings of words not listed in this unit. Slang words which are a part of the students' vocabulary may be particularly interesting to them for this kind of examination.
2. You may wish to have your students examine figurative meanings for words which are specific to the vocabulary of your subject.
3. Give students a number of incomplete metaphors or similes; have them complete them and share their results with the class.

   Examples: This class is like_____.

   Getting old is_____.

   My head is like _____.

4. Give students a metaphor; have them illustrate and/or act out both the literal and figurative meanings of the metaphor.

UNIT VI SUMMARY: VOCABULARY (LITERAL AND FIGURATIVE MEANINGS)

A *literal* meaning is one that tells you the exact and often the original meaning of a word.

A *figurative* meaning is one that enters our language through the use of a *figure of speech.*

A *figure of speech* is a way of describing one thing in terms of another thing. For example:

The *moon* is a *silver apple* in the sky.

The first thing in the sentence, *moon,* is described as another thing: *silver apple.* This kind of figure of speech is called a *metaphor.* In a metaphor, you say that one thing *is* another thing but actually mean that it's *like* another thing.

Another kind of figure of speech is a *simile.* In a simile, you include the word *like* when you say that one thing is like another.

Example of a metaphor: The *night* is a *blanket of darkness.*

Example of a simile: The *night* is *like* a *blanket of darkness.*

A *figurative* meaning of a word is one that has come into our language through the repeated use of a figure of speech. This metaphor or simile was used so much that a new

meaning became attached to the word.

Example of how a word gets a figurative meaning:

1. The *literal* meaning of the word *head* is: the part of the body atop the neck.
2. People used the following figures of speech:

   The chief is like the head of the tribe.

   The chief is the head of the tribe.
3. Eventually the meaning from the figure of speech became attached to the word *head* even when the metaphor or simile was no longer there. Then the word *head* took on the figurative meaning of *leader*.

■■■■■■■■■■■■■■■■■■■■■■■■

UNIT VII: HOW DO YOU STUDY?

Unit VII offers the student perhaps the greatest challenge and potential rewards of any unit in the Program, as it is designed to engage the student in an examination of his or her own behavior throughout the studying process. Its goals are two sides of the same coin: (1) to increase the student's awareness of how he or she learns most effectively; and (2) to help the student discover more about what blocks or hinders the effectiveness of his or her own learning.

The unit focuses on study environment and study strategies and behaviors. It engages the student in exercises which seek to create a greater awareness in the student about his or her own study environment and study strategies and behaviors. Suggested changes in both of these areas which may be of use to the student are also offered.

The key to this unit is the idea that people learn best in their own personal ways. Usually, however, little instruction in school is directed to the discovery of the various aspects of the student's own *learning style*. This unit seeks a healthy balance between fostering self-awareness in the student about his or her own learning style and suggesting study behaviors and methods for the student to try.

Suggested Directions for Unit VII

1. Read the "Introduction" on page 50 aloud. Have students read "Study Environment" and answer the questions.

   Approximate time: *6 minutes*
2. Have a student read "What Is A Good Study Environment?" (page 51) aloud; then have students write two suggestions in the spaces provided.

   5 minutes
3. Have students orally present their suggestions for a good study environment; list the suggestions on the board. Through a brief discussion select the four that you and the class agree are most important. Have students copy these in the spaces provided under "Description of a Good Study Environment" (page 51).

   10 minutes

4. Have students rate their own study environment (page 51); then, have them read "Suggestions For Creating A Good Study Environment" (page 52). If such a reading would be repetitive of your discussion of the aspects of a good study environment, you can read aloud only the suggestions which would not be repetitious. #4 and #5 on page 52 may be of particular value to many students.

   5 minutes

5. Have students do Exercise I (page 53). Briefly discuss the study method described in the first "story"; then have a student read aloud the first suggestion in "Suggestions For How To Study" (page 54). Repeat this procedure for "stories" 2 and 3.

   Note that the study method or behavior illustrated in each "story" is discussed in the section in "Suggestions For How To Study" bearing the same number. This is true for Exercise II and "More Suggestions For How To Study" (page 56) as well.

   10 minutes

6. If you have time, repeat the same procedure for Exercise II (page 55). If not, assign for homework or cover material at another time.

Additional Suggestions

1. The exercises of this unit are only a beginning to the achievement of its goals. They offer a step in the right direction but only an initial step. We believe that helping a student find out how he or she can best learn ought to be a part of any school curriculum. We suggest that you investigate ways through which you can help your students to discover more about their own learning styles and that you incorporate such activities into the ongoing work of your classroom.

UNIT VII SUMMARY: HOW DO YOU STUDY?

Your *study environment* is everything that surrounds you when you study. What's in your study environment can have an important effect on your learning.

Be aware of *your* study environment.

1. Choose a place at home to study where you feel comfortable, and study in that place.
2. Try to remove as many distractions as you can from your study environment. A distraction is anything that takes your attention away from your studying.

When you are studying, try to use the following methods:

1. Set goals for how much you want to accomplish during each study session. Try to give yourself an idea of how long you think each assignment will take.
2. When you start an assignment, quickly tell yourself what you already know about it. Then ask yourself: what am I trying to learn about this?
3. When you finish an assignment, go over what you've just learned. Tell yourself about it as if you were telling another person.
4. Figure out what kinds of studying you do best alone and what you can do well with other

people.

5. Find out when you are most awake and alert. Then, use that time for studying.
6. Try to study for 25-45 minutes at a time. Then, take a break for 5-15 minutes before you start again. If you've studied well, reward yourself during the break by doing something that you enjoy.

UNIT VIII: IMPROVING YOUR MEMORY

Mnemonics is the art of improving the efficiency of memory. Mnemonic techniques are based on scientifically validated principles of how the human memory works. Although mnemonics has been a part of our culture for many years, schools have tended to ignore its potential value to students.

This unit introduces the student to several basic mnemonic methods. The exercises in the unit will teach the student how to use the various techniques and will also give him or her an initial awareness of what mnemonic methods are and how they can be useful for learning. Our classroom testing has indicated clearly that most students find this topic both stimulating and helpful.

We agree that mnemonic techniques are only applicable to certain kinds of learning tasks. But in regard to the appropriate tasks, especially many kinds of memorization, mnemonics offers an impressive efficiency.

If you are not familiar with mnemonics, be sure to examine this unit carefully before you use it. Try the link word and peg word methods yourself. While these techniques are easier for children and adolescents to learn at first, most adults can also learn to use them with only a little practice. The more you know from your own experience about how they work, the more able you'll be to guide and aid your students' learning.

If you would like to learn more about mnemonics, look at *The Memory Book,* by Harry Lorayne and Jerry Lucas (New York: Stein and Day, 1974), or *Your Memory: How It Works And How To Improve It,* by Kenneth Higbee (Boston: Prentice-Hall/Spectrum, 1977).

Suggested Directions for Unit VIII

1. Read the directions for Exercise I (page 58) aloud. Have your students do the exercise individually. Through a show of hands, find out how many words the students were able to recall. Have a student read the paragraph below List A aloud.

   Approximate time: *6 minutes*

2. Have various students read aloud "The Link Method" (pages 59-60); discuss briefly for clarification and emphasis. Then, have students apply the link method to List B. Find out the results through a show of hands. Discuss briefly.

   10 minutes

3. Have students do Exercise II (page 60). Discuss results.

   8 minutes

4. Read "Mnemonics" (page 61) aloud.

   2 minutes

5. Have various students read "Peg Words" and "Using Peg Words" (pages 61-62) aloud alternating with your reading of sections. Give students a chance to learn the peg words before you go on to page 63.

   Have students apply peg words to List D. Find out results and discuss.

   10 minutes

6. Have students do Exercise III (page 63). Discuss results.

   8 minutes

7. If you have time, read "Acronyms," "Acrostics," and "Other Mnemonic Methods" aloud. If not, assign for homework.

Additional Suggestions

1. A review of the two books cited above as well as other related sources may reveal specific mnemonic techniques which are particularly appropriate to the learning tasks in your subject area. We suggest that an examination of these sources for this purpose may prove exciting and useful.

PLEASE NOTE!

Our classroom testing of this unit has shown us that most of your students will be able to learn these techniques and use them effectively. However, some students may experience difficulty with them, particularly the link method and peg words. The ability to visualize internal pictures is central to both of these skills; students whose ability to visualize is limited may not be able to make full use of the techniques.

We suggest that you begin the class by encouraging all of your students to experiment with the various mnemonic techniques. Later in the period, if some students are experiencing little or no success, you may wish to talk about how the ability to visualize is related to the effective use of these techniques.

UNIT VIII SUMMARY: MEMORY

A mnemonic (ne-mon-ik) method is any method that helps you to remember more effectively. The four mnemonic methods explained in this unit are the following:

1. LINK WORDS

   Link each word with the one following it in a mental picture. Make the picture as ridiculous as possible.

2. PEG WORDS

   Learn the peg words for the numbers 1-10 (page 61). Then link each word with the peg word for its number by "seeing" a ridiculous mental image that includes both of those words.

3. ACRONYM

   An acronym is a word that is made by taking the first letter from each word that you want to remember and making a new word from all of those letters.

4. ACROSTIC

   An acrostic is a sentence which is made by taking the first letter from each word that you want to remember and then inserting another word beginning with that same letter.

UNIT IX: PREPARING FOR AND TAKING TESTS: OBJECTIVE QUESTIONS

The purpose of testing is to determine what a student has learned. Too often the student's ability to communicate his or her learning is hampered by the student's lack of understanding of how to take the test. Test questions ask students to engage in organizing their thoughts in particular ways. The abilities involved in understanding the various kinds of test questions and what kinds of answers they require are part of a cluster of study skills called "testwiseness."

This unit assumes that a student who is "testwise" will be able to show what he or she has learned more effectively. The unit covers the four most commonly used objective questions, as well as some general suggestions concerning preparation for tests, and gives the student a basic understanding of these kinds of questions. A similar treatment for essay questions is presented in Unit XI.

Suggested Directions for Unit IX

1. Have students read the "Introduction," "What Are Objective Questions?", and "What Can You Learn About . . . " (page 66), or read these sections aloud. Discuss for clarification and emphasis.

   Approximate time: *8 minutes*

2. Read "Multiple Choice" (page 67) aloud, or have a student read it aloud; discuss briefly. Complete the example orally, modeling the process you use. Have students complete Exercise I within a given time limit (2-3 minutes). Go over the questions orally and have students describe the processes they used to determine the answers.

   10 minutes

3. Repeat the same procedure with the Matching section (pages 68-69). Read the introductory material aloud; complete the example orally to model the suggested procedure; have students complete Exercise II within a time limit (2-3 minutes); go over the exercise and discuss the use of the suggested procedure.

   8 minutes

4. Have a student read the "Short Answers" section (page 69); have students do the questions; go over the answers; discuss if useful.

   4 minutes

5. Read the "TRUE/FALSE QUESTIONS" section (page 70) aloud; discuss briefly. Go over the examples orally. Have students complete Exercise IV; tell them that they may check their own answers when they are done by turning to page 72. Discuss the questions and answers in Exercise IV for clarification and emphasis.

   12 minutes

ANSWERS FOR EXERCISES IN UNIT IX

Pages 67-68: Multiple Choice

Example: E

1. A
2. C
3. E
4. B
5. C
6. E
7. C

Page 68: Matching

Example:

5	hands
3	wings
4	spinnerets
1	paws
2	mane

Page 69: Exercise II

6	Maine	8	California
7	Texas	3	Idaho
5	Louisiana	2	New York
1	Illinois	4	Oklahoma

Page 69: Short Answers

1. eight
2. They sailed across the Atlantic in ships.
3. right

Page 70: True/False Questions

Examples: 1. F
2. F

Exercise IV: answers on pages 72-73

Additional Suggestions

1. If you use other kinds of objective questions on the tests you give, you may wish to familiarize your students with how they work.
2. You may wish to familiarize your students with the kinds of questions which are used on the various standardized tests which they must take. For example, with some practice, students can become more proficient at correctly completing the kind of word analogies which appear on the SAT; practice in doing analogies also teaches useful reasoning skills.
3. Unit IX contains a large amount of material. While it can be covered in a single period, our classroom testing has indicated that many teachers have chosen to break the unit into its parts and engage their students in one part at a time. You may wish to consider this approach.

UNIT IX SUMMARY: PREPARING FOR AND TAKING TESTS: OBJECTIVE QUESTIONS

Objective questions usually have one right answer which is not a matter of opinion.

There are four main kinds of objective questions; you can learn methods for answering them which will help you on a test.

The four main kinds of objective questions are:

1. Multiple Choice	Read the question carefully. Try to think of the answer before you look at the choices. Read all of the choices given. If you don't know the answer after you've read the choices, cross off the choices you know to be wrong. Pick the most sensible one that remains.
2. Matching	Do the ones you know first, and cross them off. Then, do the best you can with whatever ones are left.
3. Short Answer	If you don't know the exact answer, write down anything you do know that's related. You may get partial credit.
4. True/False	Read the statements very carefully. Remember that all parts of a statement must be true for it to be true.

UNIT X: ORGANIZING THE PARAGRAPH

The complete sentence is the first basic element of good writing; the well-organized paragraph is the second. While students at this grade level have had much instruction about writing sentences, often their experience with the organization of paragraphs is limited. This unit presents the student with four essential criteria which he or she can use to organize the paragraphs that he or she writes and to judge the structural effectiveness of those paragraphs.

The first section of Unit XI follows this instruction directly by introducing a process which the student can use to organize the paragraphs he or she writes.

This unit is organized to engage the student in a discovery process concerning the elements of a good paragraph. It is designed as follows:

Paragraph A in "The Paragraph Detective" (page 74) is missing a topic sentence. The first section in "What Are The Elements Of A Good Paragraph?" (page 75) deals with the topic sentence, as does Exercise I which follows it. Each of the four organizational elements of the paragraph is presented in this way:

1. A paragraph in "The Paragraph Detective" in which an element is missing or lacking.
2. A presentation of that element in "What Are The Elements Of A Good Paragraph?"
3. An exercise in which the student acts to create or identify that element.

Suggested Directions for Unit X

1. Have the students do Part I of "The Paragraph Detective" (page 74). Go over the answers orally, putting the correct answers on the board in the language used by the students.

   Approximate time: *10 minutes*

2. Have a student read "What Is A Paragraph?" (page 75) aloud, or read it yourself. Then read aloud "Topic Sentence" from "What Are The Elements Of A Good Paragraph?" (page 75). Discuss briefly, relating this element to Paragraph A of "The Paragraph Detective." Have students do Exercise I. Go over orally; have students read several "correct" answers to show the potential for a variety of such for the same paragraph.

   9 minutes

3. Follow the same procedure for "Support" (page 75) as you did for "Topic Sentence."

   7 minutes

4. Follow the same procedure for Part II of "The Paragraph Detective" (page 77) as you did for Part I.

   9 minutes

5. Follow the same procedure for "Unity" and "Coherence" (page 78) as you did for "Topic Sentence."

   9 minutes

ANSWERS FOR EXERCISES IN UNIT X

Pages 74, 77: The Paragraph Detective

A. No topic sentence
B. Lacks support for topic sentence
C. Lacks unity
D. Lacks coherence

Page 75: Exercise I

One possible answer: In the nineteen fifties rock and roll was a new kind of popular music.

Page 76: Exercise II

Two possible answers: Figure skating is probably my favorite sport.
I started cross-country skiing two years ago and enjoy that almost as much now.

Page 78: Exercise III

Sentences 3, 6, 11

Page 78: Exercise IV

Sentences 8, 9, 10

Additional Suggestions

1. This unit separates the presentation of the organizational elements of a good paragraph into two parts. You may wish to review the unit summary (page 79) orally in class to give

your students an overview of the unit and remind them that all four elements are important.

2. This unit deals only with the organizational characteristics of an effective paragraph. It is intended to teach its content and, in conjunction with the first section of Unit XI, to provide a starting point for instruction in the actual writing of paragraphs.

UNIT X SUMMARY: ORGANIZING THE PARAGRAPH

The two basic building blocks of good writing are the *complete sentence* and the *paragraph.*

A *paragraph* is a group of sentences which are organized around one main idea.

The elements of a good paragraph are:

1. Topic Sentence	A sentence which clearly states what the paragraph is about, usually placed at the beginning of the paragraph.
2. Support	Details and examples that describe, back up, or explain the topic sentence.
3. Unity	All of the sentences are directly related to the main idea expressed in the topic sentence.
4. Coherence	Each sentence follows the one before it in a way that makes sense.

UNIT XI: ORGANIZING THE PARAGRAPH (cont.) AND ANSWERING ESSAY QUESTIONS

This unit completes Unit X by presenting the student with a process for organizing and writing paragraphs. It suggests that this same process can be put to good use when the student is writing essays in a test situation. The second part of this unit completes Unit IX by familiarizing the student with the nature of essay questions and introducing a method for answering them.

Pages 84-85 contain supplemental materials which you may not have time to cover within a single class period. We believe that these exercises and suggestions are of value to the student and hope that you will find time to go over them in class.

Suggested Directions for Unit XI

1. Read aloud "A Way to Organize Paragraphs" (pages 80-81), or alternate your reading with that of students. Discuss each step for clarification and emphasis. Have students do Exercise I (page 81). Have several examples of paragraph outlines put on the board by students; discuss evaluatively.

   The topic listed in Exercise I is a suggested topic. If you think that your students would be more responsive to an alternative topic, please replace the topic listed with one of your own selection.

   Approximate time: *20 minutes*

2. Read aloud "Answering Essay Questions On Tests" (page 81). Have a student read "What Is An Essay Question?" (page 82) aloud. Discuss briefly; ask students to suggest other examples of essay questions.

   6 minutes

3. Have students read "A Method For Writing Answers To Essay Questions" (pages 82-83), or read aloud. Discuss for clarification and emphasis. Have students do Exercise II (page 83). Ask them to read "How To Use Your Time" (page 84) when they've completed Exercise II.

   Collect the Programs at the end of the period and evaluate the outlines constructed for Exercise II.

   18 minutes

Supplemental Materials

1. Read the introduction to "What Words Are Used To Ask Essay Questions?" (page 84) aloud. Briefly discuss each word; have students suggest meanings; write the correct definitions on the board. If you use other words to ask essay questions, have students add them to this list.

   8 minutes

2. Have students read "More Suggestions For Writing Essays," or read aloud. Discuss briefly.

   6 minutes

3. Have students read "What Should You Do When A Test Is Returned To You?" and answer the question. Discuss.

   8 minutes

Additional Suggestions

1. If your students find it difficult to generate a main idea and/or details for Exercise I, you may wish to present and model a "brainstorming" process as a way of determining what the main idea and/or details should be.

   "Brainstorming" involves the listing of all possible relevant main ideas and/or details that one can think of. Then, from the list, the student can select the best main idea and/or details for the particular assignment.

2. If you use essay questions on the tests you give, you may wish to require your students to include brief outlines as well as completed essays. This procedure can be seen as analogous to the requirement of showing all your work on a math problem and will insure that students have the opportunity to practice the method presented in this unit.

3. You may wish to provide your students with suggested writing times for each essay question given. Gradually, as students become more adept at pacing themselves, you can wean them away from this support.

PLEASE NOTE!

Unit XII, USING YOUR TIME, begins with a homework assignment which students must complete prior to the class period during which the unit is taught.

UNIT XI SUMMARY: ORGANIZING THE PARAGRAPH (cont.) AND ANSWERING ESSAY QUESTIONS

You can use the same method for organizing and writing paragraphs *and* answers to essay questions on tests. You'll have to work more quickly when you're taking a test, but the method is well worth using.

Below are the steps in the method:

1. First, think about what you want to say.
2. Write down the main idea of the paragraph; then jot down the details and examples that you want to include under it. This will give you a working outline.
3. Take your main idea and write it as a *topic sentence.* Then, using your outline as a guide, write the rest of the paragraph.
4. Read over what you've written and check for support, unity, and coherence.

Essay questions usually ask you to organize ideas and understandings and to write them in an orderly way. It's also good to include important facts in your essays when the facts serve to prove your points.

UNIT XII: USING YOUR TIME

As does Unit VII, this unit engages the student in an examination of an aspect of his or her own behavior. In this case, it is the student's use of time. The exercises in this unit help the student to look carefully at how he or she has used the time available on a given day. Also, the concept and procedure of scheduling is introduced to the student who is given the opportunity to create, use, and evaluate a one-day personal schedule.

Suggested Directions for Unit XII

1. Have students complete "Assignment Before Class" (pages 87-88) and bring to class.
2. Have 2-3 students copy their "Record Of An Average School Day" on the board. While they are doing this, have the rest of the class read the "Introduction" and "What Should You Keep In Mind . . . " (page 89), or read this aloud.

   Approximate time: *5 minutes*
3. Discuss the "Records" on the board; evaluate them in terms of the following:
   1. How much time was given to each activity? Too much or too little? Enough?
   2. What time of day was chosen for each activity?

3. Was the allocation of time a good one both in terms of how much and when?

Then discuss the following "process questions":

1. How do you decide how much time to give to an activity?
2. How do you decide when to do something?

20 minutes

4. Have students read "Creating A Schedule" (page 90), or read aloud. Discuss for clarification and emphasis. Then have students follow the directions and create a practice schedule. Tell them to go ahead and read "Using Your Schedule" (page 93) when they have finished drawing up their own schedules.

   Have students use *pencil* for this exercise so they can make changes easily.

   15 minutes

5. Assign "Using Your Schedule" (page 93) for homework. On the day after the one which the students have scheduled, collect the Programs and go over the responses on page 93. Make any useful comments in the Programs. Based on your reading of the "Using Your Schedule" responses, give the class a summary of how they used their schedules. Discuss the reactions of the class members to the use of their schedules.

Additional Suggestions

1. The reactions of your students to the use of a schedule will probably vary widely. Some may find it highly useful; others may resist. Still others may have little reaction to it at all. We realize that the idea of scheduling raises a delicate issue for this age level because at least some students perceive scheduling as an attempt to reduce their personal freedom. We urge that you offer your students the tool of the schedule, as it is presented in Unit XII, and provide follow-up instruction as it seems helpful.

UNIT XII SUMMARY: USING YOUR TIME

A *schedule* is a plan that you create for how you want to spend your time. A good schedule can help you do both what you must do *and* what you want to do.

When you make a schedule for yourself, try to keep the following ideas in mind:

1. Try to make each day a "balanced" one, that is, giving yourself time both for work and play.
2. Figure out when you are most awake and alert, and try to do your studying then.
3. Try to spend at least some time during each school day studying. If you have no homework due the next day, work on long-term projects.